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ABSTRACT

In both Japan and the United States textbooks are regarded as one of the primary tools for classroom instruction. The curricula for elementary and secondary education is the responsibility of each of the 50 states in the United States. In Japan, the Ministry of Education determines the course of study, and curriculum for elementary and secondary schools is based on the regulations of the School Education Law. A study investigated and compared the treatment of contemporary Japan with a special focus on politics after World War II in world history textbooks widely used in Japan and the United States. Five best-selling world history textbooks in Japan were selected for examination, as were five U.S. textbooks currently approved for use in Georgia schools. Differences were found between Japanese and U.S. senior high world history textbooks including the length of references to post-war Japan and the total number of nouns and proper nouns from the two categories, "People" and "Years." Differences occurred also in the length of passages and content. For example, Japanese textbooks stressed Japan's foreign relations with the United States and China after World War II and anti-nuclear weapons movements, while U.S. textbooks devoted more space to the U.S. role and policies in Japan during U.S. occupation from 1945 to 1951. References to contemporary Japan in Japanese textbooks were much briefer than in U.S. textbooks. Findings gave rise to five general recommendations, four recommendations for Japanese textbooks, and four recommendations for U.S. textbooks. (Contains 6 tables and 65 references.) (BT)

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by

Masato Ogawa

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A Comparative Study of Contemporary Japan in Japanese and U.S. World History Textbooks

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Paper presented at the annual meeting of AERA, Montreal, Canada, April 19, 1999

Introduction

In both the United States and Japan, textbooks are regarded as one of the primary tools for classroom instruction. In the United States, numerous studies have found that students engage in textbook-related activities 70 to 95 percent of the time spent in classrooms (Shannon, 1982; Morrisett, Hawke, & Superka, 1982; Project SPAN, 1982; Armento, 1986). According to Siler (1987), in most elementary and secondary school classes, nearly 80 percent of the knowledge to which students are exposed comes from textbooks. In Japan, Article 21 of the Basic Education Law states that textbooks should be used as the primary source for classroom instruction, and in practice, most teachers and students are using textbooks as the primary source for classroom instruction (Tani, Hasuko, Lankiewicz, Christodlous, & Natoli, 1993). Textbooks play an important role in formal education in Japan, whose purpose is to help pupils and students acquire the basic and fundamental knowledge which is indispensable for their development as citizens (Kawakami, 1984).

Although textbooks are important and are regarded as an important tool for classroom instruction in both countries, the standards and guidelines for textbooks are different in each country. The curricula for elementary, secondary, and upper secondary education is the responsibility of each of the fifty states in the United States. Within each state, legislation and guidelines for education are established. The Ministry of Education determines the Course of Study (*Gakusyu Shido Yoryo*) in Japan (Japan/United States Textbook Study Project Joint Report, 1981; Ishizaka, 1990). The curricula for elementary

and secondary schools in Japan is based on the regulations of the School Education Law (Isizaka, 1994). The Course of Study contains the government's standards for the various subjects and activities of public school education and includes grade-by-grade guidelines (Tani et al., 1993). The textbooks must include no more and no less than the content specified for a particular grade (Tani et al., 1993). The standards and guidelines are strict, especially in social studies when compared to other subjects, such as music and arts (Tani et al., 1993). While approval of textbooks used in schools at the national level is not necessary in the United States, Japanese textbooks must be approved by the Ministry of Education. The use of authorized textbook is mandatory for elementary and secondary schools (Ishizaka, 1994).

In both countries, social studies textbooks are the commonly utilized source of world geographical and historical information. However, Wade (1993) states that "Many researchers have criticized social studies texts for being biased, superficial, or poorly written." In fact, many studies have examined different countries' textbooks, reviewed bilateral textbooks, and analyzed other countries, cultures, and historical events to show the influence of textbooks on information that might be shared in schools about other cultures. For example, the US/USSR Textbook Study Project (1979) analyzed each country's geography and history textbooks, reported the findings of these reviews, and offered reasonable and proper steps to encourage textbook improvements. Birchall and Faichney (1985) analyzed references to Australia in seven U.S. social studies textbooks for elementary schools as they examined whether images of Australia in U.S. elementary social studies textbooks encapsulate the reality that most Australians experience. Labbo and Field (1994) examined the treatment of South Africa in five Texas state-adopted elementary social studies textbooks.

One previous study comparing Japanese and United States textbooks was completed in 1981. The Japan/United States Textbook Study Project sought to improve the content of each nation's textbooks. It focused especially on the treatment of Japan in

American textbooks, the treatment of the United States in Japanese textbooks, and the treatment of the relations between the two countries in each nation's textbooks (Japan/United States Textbook Study Project Joint Report, 1981). The Study Project involved the review of selected, widely-used history, geography, and other social studies textbooks in lower and upper secondary school social studies courses in Japan and junior high school and senior high school courses in the United States (Japan/United States Textbook Study Project Joint Report, 1981). Fourteen Japanese and 28 American social studies textbooks, Grades 7 through 12, were exchanged and reviewed by the project participants. The Japanese textbooks included civics, geography, history, world history and Japanese history books. The American textbooks included American history, world history, geography and world culture textbooks (Goodman, 1983). The 1981 Study Project Report presented recommendations for the improvement of each country's textbooks.

Rationale and Purpose of the Study

Although the Japan/United States Textbook Study Project was useful and likely caused some improvement of each nation's textbooks, it was completed more than eighteen years ago. The Project stated, "What students learn from textbooks can effect efforts to improve Japan-United States relations. Accurate information about each other does not mean agreement can always be reached or that differences can easily be resolved; nevertheless, reliable knowledge of each other is essential for building better understanding and for guiding policy decisions." Of course, after the Project ended, political, economic, and cultural situations surrounding the two countries changed dramatically. Especially, where international politics was concerned, the 1989 Tiananmen Incident in China, the Gulf War, the collapse of the Soviet Union in 1991, and the situation at the Korean Peninsula contributed to a perception of a new world order. Because of recent political events, questions arose about Japanese and U.S. world history textbooks have portrayed world events after World War II.

The purpose of this study was to investigate and to compare the treatment of contemporary Japan, with special focus on politics, after World War II in world history textbooks widely used in Japan and the United States. A contemporary perspective on the content of Japanese and United States textbooks was sought.

Sample

In Japan, world history is required at grade ten. World history is divided into World History A and B. The 1989 Course of Study delineates the general aims of World History A and B; World History A employs textbooks that emphasize modern and contemporary Japan, and World History B employs textbooks that provide a survey of all periods (International Society for Educational Information, 1996). For this study, five textbooks authorized in 1993-1994 were selected. They are the best-selling texts in both World History A and B; the two World History A textbooks have 35.8 percent market share and the three World History B textbooks have 55.7 percent share in each textbook market (Naigai Kyouiku, 1997). These Japanese textbooks are listed below, with information about their structure and length.

Table 1

Japanese World History Textbooks for Analysis

A: *Shousetsu Sekaishi*i B [Comprehensive World History B] (Yamakawa Shuppan, 1993)
18 Chapters; 384 pages

B: *Sekaishi* A [World History A] (Daiichi Gakusyusha, 1994)
4 Chapters; 176 pages

C: *Sekaishi* B [World History B] (Tokyo Shoseki, 1994)
22 Chapters; 383 pages

D: *Sekaishi*i A: *Gendai no Sekaishi* [History of the Contemporary World] (Yamakawa Shuppan, 1993)

9 Chapters; 192 pages

E: *Sekaishi* B [World History B] (Zikkyou Shuppan, 1994)

22 Chapters; 384 pages

For this study, five U.S. textbooks currently approved for use in Georgia schools were selected. They are a fair representation of textbooks used across the nation and were readily available to the researcher. All of these textbooks were designed for used by average students and were adopted for a six-year period ending in 1999. In Georgia, world history is taught in 10th grade. The Georgia Course of Study is represented by a state-mandated Quality Core Curriculum (QCC) for social studies. An example concerning Japan in the QCC is that of "Evaluating the growth of Japan as a major world economic power following World War II" (Georgia State Department of Education, 1998).

Table 2

U.S. World History Textbooks for Analysis

F: *World History: Patterns of Civilization* (Prentice Hall, 1991)

39 Chapters; 904 pages

G: *World History: The Human Experience* (Glencoe Division of Macmillan/McGraw-Hill School Publishing Company, 1992)

36 Chapters; 1036 pages

H: *The Pageant of World History* (Prentice Hall, 1990)

33 Chapters; 827 pages

I: *World History: Traditions and New Directions* (Addison-Wesley, 1990)

36 Chapters; 878 pages

J: *History of the World* (Houghton Mifflin Company, 1990)

40 Chapters; 984 pages

Procedure

The analysis of the Japanese and U.S. textbooks began with careful reading of each book, and the five Japanese textbooks were translated from Japanese into English. The book, *Japan in Modern History* (1996) was a useful tool for the translation of the Japanese textbooks. Every reference to Japan after World War II was recorded and the pages were copied for subsequent data analysis and preliminary categorization. References included mention in textual passages, photographs, maps, tables, charts, and captions. In Japanese textbooks, references to Japan after World War II were found in chapters of "The Post World War and the East-West Conflict," "The Cold War," "East-West Confrontation," and "The Contemporary World." In U.S. textbooks, commonly, references to Japan after World War II were seen in forms of "New Direction for Asia," "Asia in Today's World," "Asia," "Asia and the Pacific," and "A New Age for Asia."

Next, nouns and proper nouns in each country's textbooks were identified. The method based on a noun classification is a commonly used procedure for tallying the frequency of concepts in the text passage under the study (Holsti, 1969). Then, the nouns and proper nouns were grouped into two categories: "People" and "Years." Hoge (1996) stated that "People" is an important category in social studies' vocabulary. Fuson (1978) noted that dates in history are fundamental to any further understanding of the subject. The category of "People" included specific persons' names and titles, such as Clinton or president. "People" also included groups like students, women, and workers because the treatment of groups in textbooks is also an important category of textual research (Siler, 1987). The category of "Years" included particular eras, years, seasons, and dates described in textual passages. Tables were formulated of the most frequently listed nouns and proper nouns in these two categories in each nation's textbooks.

Findings: Overview

Each Japanese textbook devoted from 1 to 2.5 pages to the post-World War II period in Japan, reporting topics such as changes after Japan's defeat in the war, rapid

economic growth, and Japan's role in the contemporary world. Daiichi Gakusyusha's *Sekaishi A*, with 2.5 pages, was the series with the largest number of pages about contemporary Japan. This may be explained because it was the only textbook with a specific chapter about Japan, "The Contemporary World and Japan." Yamakawa Shuppan's *Shousetsu Sekaishi*, with one page, had the least coverage of postwar Japan although the textbook was one of the longest of those studied with 384 pages. The other three series, Tokyo Shoseki's *Sekaishi B*, Yamakawa Shuppan's *Sekaishi A: Gendai no Sekaishi*, and Zikkyou Shuppan's *Sekaishi B*, described Japan after World War II in 1.5 pages each.

In the U.S. textbooks, Japan was included in chapters about post-war Asia. Information about Japan and other Asian countries such as China, Korea, India, Vietnam, ASEAN (Association of Southeast Asian Nations) countries, and minor South Asian countries was included in sections in the larger chapters. References to Japan after World War II were found in the following sections: "New Economic Powers in the Pacific" in Houghton Mifflin's *History of the World*; "Japan and Korea Developed Rapidly" in Prentice Hall's *The Pageant of World History*; "Japan: An Economic Giant in Asia" in Prentice Hall's *World History: Patterns of Civilization*; "Japan's Economic Rise" in Glencoe's *World History: The Human Experience*; and "Japan: An Economic Success Story " in Addison-*Wesley's World History: Traditions and New Directions*. Each section about Japan in the post-war era contained at least 3 pages. Five pages about post war Japan was the greatest number of pages. Prentice Hall's *World History: Patterns of Civilization* contained 5 pages, and Prentice Hall's *The Pageant of World History* contained 3 pages, and the other three textbooks had 4 pages each. Although the reviewers of the 1981 Japan/United States Textbook Study Project Report pointed out that most U.S. world history textbooks carried very meager accounts of post-war Japan and almost nothing on the period following the U.S. occupation, the five textbooks in this study devoted more textual space to Japan after World War II than the Japanese textbooks, which devoted from

one page to 2.5 pages to post-war Japan. Four main categories of information emerged from the textbook data: They were: "People," "Places," "Years," and "Historical Vocabulary and Concepts." In this paper, I amplify two categories, "People" and "Years," for further discussion.

Findings: Data Analysis of Quantity

Table 3 illustrates that a total of 66 nouns and proper nouns from two categories, "People" and "Years," were present in the Japanese textbooks. There were differences in the representation of the two categories. The category "Years" accounted for 55 nouns and proper nouns in the textbooks. The category "People" contained only 11 nouns and proper nouns. There were also differences in the number of "People" and "Years" among the different publishers and textbooks. Tokyo Shoseki's *Sekaishi B* had 18 nouns and proper nouns in the category of "Years," while Daiichi Gakusyusha's *Sekaishi A* had only 5 nouns and proper nouns in the category. In the category "People," Yamakawa Shuppan's *Gendai no Sekaishi* contained 5 nouns and proper nouns, while Daiichi Gakusyusha's *Sekaishi A* and Zikkyou Shuppan's *Sekaishi B* had only one noun or proper noun in the category.

Table 3

Total Number of People and Years in the Japanese Textbooks

Textbooks	A	B	C	D	E	Totals
People	5	1	2	2	1	11
Years	11	5	18	11	10	55
Totals	16	6	20	13	11	66

Table 4 shows that in U.S. textbooks the total number of nouns and proper nouns from the categories of "People" and "Years" was 183. The category "People" accounted for 124 nouns and proper nouns and the category "Years" contained 59 nouns and proper nouns in the textbooks. Like the Japanese textbooks, there were differences in the number of the two categories among the publishers and textbooks. For example, Glencoe's *World History: The Human Experience* had the greatest number of nouns and proper nouns , 36,

in the category of "People." Addison-*Wesley's World History: Traditions and New Directions* had 22 nouns and proper nouns in the category of "Years." Prentice Hall's *The Pageant of World History* was the text with the lowest number of nouns and proper nouns in the two categories.

Table 4

Total Number of People and Years in the U.S. Textbooks

Textbooks	F	G	H	I	J	Totals
People	20	36	17	21	30	124
Years	12	8	8	22	9	59
Totals	32	44	25	43	39	183

Tables 3 and 4 show that U.S. textbooks featured "People" in discussion about contemporary Japan more often than did Japanese textbooks: 124 in U.S. and 11 in Japanese textbooks. When textbooks discussed significant "Years," the number of occurrences in both countries' textbooks were more similar: 59 in U.S. and 55 in Japanese textbooks.

Findings: Data Analysis of Content

The reader is cautioned not to equate quality of nouns and proper nouns in the two categories with a measure of the textbook's quality. Of course, all nouns and proper nouns are not of equal importance in learning the content of a discipline, and some nouns and proper nouns are fundamental to a discipline because they provide the true and logical relationships with other nouns and proper nouns (Gagne, 1970; Hass, 1991). In order to provide context or substance to the numerical data represented by Tables 1 and 2, representative examples are provided from various textbooks.

People in Japanese Textbooks

In the five Japanese textbooks, a total of only 9 nouns and proper nouns were found related to people. They were: Japanese fisherman, Supreme Commander for Allied Powers, Commander-in-chief of the Allied forces, MacArthur, people, President Nixon, Prime Minister Kishi, Prime Minister Tanaka, and scientists.

The term *Japanese fisherman* appeared once in each of two textbooks: Tokyo Shoseki's *Sekaishi B* and Daiichi Gakusyusha's *Sekaishi A*. It was found in references about the Daigo Fukuryu-maru Incident in 1954 and in protest movements against atomic and hydrogen bombs during the 1950s. The term *scientists* also appeared once in the same reference in Tokyo Shoseki's *Sekaishi B*. The references about the Daigo Fukuryu-maru Incident and the anti-atomic and hydrogen bomb movements were not found in the U.S. textbooks.

> *In the face of a nuclear arms race and the threat of world war, international public opinion favoring peace such as movements against atomic and hydrogen bombs increased. With the Daigo Fukuryu-maru Incident in 1945, when a Japanese fisherman died after being sprayed with "the ash and death" from nuclear testing on Bikini Atoll in the Pacific, movements seeking a ban on atomic bombs were mounted around the world. In the following year, 1955, the World Conference against Atomic and Hydrogen Bombs was held in Hiroshima and Nagasaki. In 1957, scientists from around the world demanded a ban on nuclear weapons at the Pugwash Conference. (Tokyo Shoseki's World History B, P. 334)*

Concerning nuclear weapons, two textbooks contained photographs about the topic (Daiichi Gakusyusha's *Sekaishi A* and Tokyo Shoseki's *Sekaishi B*). Daiichi Gakusyusha's *Sekaishi A* illustrated a demonstration at the Third United Nation's Disarmament Special Conference in 1988 in a photo. The photo revealed participants in the demonstration with a banner of anti-nuclear weapons reading, "No more Hiroshima, Nagasaki, and *Hibakusya* [atomic bomb victims]." A photo in Tokyo Shoseki's *Sekaishi B* illustrated a nuclear testing on Bikini Atoll.

While the name *General Douglas MacArthur* appeared ten times in four U.S. textbooks, only Yamakawa Shuppan's *Shousetsu Sekaishi* identified MacArthur as Supreme Commander for the Allied Powers (SCAP) and commander-in-chief of the Allied forces in the Korean War. Neither name *MacArthur* nor his titles found in the other four

Japanese textbooks. No textbook detailed in any form his role in the U.S. occupation of Japan.

People and *President Nixon* appeared only once in Yamakawa Shuppan's *Shousetsu Sekaishi*. The name *Prime Minister Kishi* was found only once in reference to the movements against the revision of the Japan-U.S. Security Pact in 1960 in Zikkyou Shuppan's *Sekaishi B*. *Prime Minister Tanaka* appeared once in reference to Japan-China relations during the 1970s in Tokyo Shuppan's *Sekaishi B*.

People in U.S. Textbooks

Table 5 identifies the nouns and proper nouns that appear at least five times within the category of "People" in the U.S. textbooks. The nouns and proper nouns in order of frequency of appearance include *workers*, *General Douglas MacArthur*, *people*, and *emperor*.

Table 5

The Category "People": Most Frequently Included U.S. Textbooks

(People)/(Textbook)	F	G	H	I	J	**Total**
workers	3		6		9	**18**
General Douglas MacArthur	1	6		2	1	**10**
people	1	2	2	1	1	**7**
emperor		1		1	3	**5**

The term *workers* was found in the three texts, Prentice Hall's *World History: Patterns of Civilization*, same publisher's *The Pageant of World History*, and Houghton Mifflin's *History of the World*. The three textbooks provided case studies and materials about workers. Prentice Hall's *World History: Patterns and Civilization* devoted two thirds of a page to robots and workers in Japanese factories. The text contained a photograph of sales clerks at a department store in Tokyo. In the text of Prentice Hall's *The Pageant of World History*, case studies of workers at the Kyoto Ceramic Company and the Matsushita Electric Company were found in the beginning of the chapter with photographs. Houghton

Mifflin's *History of the World* devoted half s page to the case study that describes working in Japan. The text showed a photograph about Japanese workers taking an exercise break.

The name *General Douglas MacArthur* appeared ten times in four textbooks for the study. The name was found six times in Glencoe's *World History: The Human Experience*: four times in the textual passages and two times in captions. The text offered a famous photograph of MacArthur with Emperor Hirohito. General Douglas MacArthur was written about as an important figure during the U.S. occupation in Japan in the four textbooks. While all four excerpts identified General MacArthur as commander, only Glencoe's *World History: The Human Experience* detailed in any form the results of the occupation.

> *The victorious countries established an occupation government, the Supreme Command of the Allied Powers (SCAP), to govern Japan after the War. Although planned as a coalition of the Allies, the occupation government became entirely a U.S. enterprise, headed by General Douglas MacArthur. The general was determined not to plant the seeds of future war by imposing an unjust and unworkable system on the Japanese. MacArthur's reform policies feel into three categories: political, economical, and educational. (P. 838)*

The term *people* was found seven times in all textbooks, and the word *emperor* appeared five times in three textbooks: Glencoe's *World History: The Human Experience*, Addison-Wesly's *World History: Traditions and New Directions*, and Houghton Mifflin's *History of the World*. Each textbook mentioned a new role for the emperor: two (Glencoe and Houghton Mifflin) detailed his role as a "symbol of the state" and Addison-Wesley reported that he would be "given only a ceremonial role."

> *The constitution set up a two house Diet (legislature) elected by the people, with a Prime Minister responsible to the Diet. Until this time, Japanese emperors had been considered divine. Now, the emperor was to serve only as the "symbol of the state. (Houghton Mifflin's History of the World, p. 745)*

The emperor, no longer considered divine, was given only a ceremonial role.

(Addison-Wesley's World History: Traditions and New Directions, p. 796)

Years in Japanese Textbooks

In Japanese textbooks, the year 1951 was the most frequent appearing once in each of the textbooks in this study. All the textbooks reported that Japan signed a peace treaty in San Francisco and that the United States-Japan Security Treaty was concluded in that year. Following are examples of references to the year *1951* in Japanese textbooks.

In Japan, the National Police Reserve (later the Self Defense Force) was created at the outbreak of the Korean War. Although the socialist countries and some Asian countries did not participate in or were opposed to the San Francisco Peace Conference, a peace treaty was signed there in 1951. Japan regained its independence and officially gave up Korea, Taiwan, South Sakhalin, and Kurils. The United States–Japan Security Treaty was concluded at the same time as the peace treaty. Under the treaty, United States took on the obligation to defend Japan, and Japan approved the stationing of U.S troops in Japan and the continuance of U.S. military bases and related facilities. Thus, Japan became one of the countries of the Free World. (Yamakawa Shuppan's Shousetsu Sekaishi, p. 325)

In 1951, the San Francisco Peace Treaty was signed in the absence of China, and without a signatory from the Soviet Union. The United States–Japan Security Treaty was concluded at the same time, and Japan became a member of the Western camp. (Yamakawa Shuppan's Gendai no Sekai Shi, p. 164)

In September 1951, the United States convened the San Francisco Peace Conference and signed a peace treaty with Japan. At the same time, the United States-Japan Security Treaty was concluded. As a result, Japan regained its independence. However, U.S. troops continued to be stationed in Japan as an important military base in Asia. (Zikkyou Shuppan's Sekai Shi B, pp. 337-38)

The year *1972* appeared four times in three textbooks: Yamakawa Shuppan's *Shousetsu Sekaishi*, Tokyo Shoseki's *Sekaishi B*, and Zikkyou Shuppan's *Sekaishi B* . In addition, the term *September 1972* appeared once in Yamakawa Shuppan's *Shousetsu Sekaishi*, and *May 1972* appeared once in Zikkyou Shuppan's *Sekaishi B*. Thus, references to the year *1972* appeared six times in Japanese textbooks. In the three textbooks, *1972* was reported as the year when the United States returned Okinawa to Japan and Japanese-Chinese relations were normalized. Following are examples of all references to the year *1972* in Japanese textbooks.

> *In September 1972, Japan, at the initiative of the Tanaka government, normalized Japanese-Chinese relations, severing its diplomatic relations with Taiwan. (Yamakawa Shuppan's Shousetsu Sekaishi, p. 339)*
>
> *Okinawa, which had been administered by the United States and used as a rear base during the Vietnam War, reverted to Japan in 1972, but the majority of the U.S. military bases remained. (Tokyo Shoseki's Sekaishi B, P. 339)*

Years in U.S. Textbooks

Table 6 identified the nouns and proper nouns that occurred most frequently within the category of "Years" in U.S. textbooks. The nouns and proper nouns in order of frequency of appearance include the years *1945* and *1960*, while the year *1951* appeared twice and *1972* appeared three times in the U.S. textbooks.

Table 6

The Category "Years": Most Frequently Included in U.S. Textbooks

(Year)/(Textbook)	F	G	H	I	J	**Total**
1945	2	1	1	1	2	**7**
1960		1	3	2		**6**

The year *1945* appeared in all textbooks in this study. Meanwhile, in Japanese textbooks, the year *1945* was not found in references to post-war Japan. The year

appeared in references to World War II in Japanese textbooks. Two U.S. textbooks reported the year *1945* as the end of World War II and as the year after which the Japanese economy began to develop (Prentice Hall's World History: Pattern of Civilization and Glencoe's *World History: The Human Experience*). The other three textbooks said that Japan surrendered to the United States and the United States occupied Japan in 1945 (Prentice Hall's *World History: The Pageant of World History*, Addison-Wesley's *World History: Traditions and New Direction*, and Houghton Mifflin's *History of the World*).

> *In 1945, Japan's largest cities lay in ruins. More than 2 million Japanese had been killed. Food was so scarce that thousands of people were near starvation. Yet by the late 1980s, Japan was a dominant force in the world economy. Other nations looked with the envy on its success. They carefully analyzed how a country that had been a defeated nation in 1945 had come so far. (Prentice Hall's World History: Patterns of Civilization, p. 785)*
>
> *After the atomic bomb was dropped on Hiroshima and Nagasaki in August 1945 Japan surrendered unconditionally to the United States. (Prentice Hall's The Pageant of World History, p. 715)*

The year *1960* appeared six times in three U.S. textbooks, while the year appears three times in only one Japanese textbook, Tokyo Shoseki's *Sekaishi B*. Tokyo Shoseki's *Sekaishi B* reported that in *1960* Japan concluded a new security treaty with the United States. Prentice Hall's *The Pageant of World History* includes a brief history of the new security treaty and the "riots" by "young Japanese Socialists and university students." The following exemplifies references about the new security treaty between Japan and the United States and about the protest movements against the treaty in 1960.

> *In 1960, President Eisenhower planned a good will trip to Japan. He hoped that Japan would sign a treaty to strengthen the alliance between itself and the United States. However, rioting by young Japanese Socialists and university students forced Eisenhower to cancel his trip. Despite the riots, the treaty was approved,*

and Japanese–American relations passed their first test. (Prentice Hall's The Pageant of World History, p. 716)

Conclusions and Recommendations

This study found differences between Japanese senior high world history textbooks and those of the United States. The differences in the two countries' textbooks included the length of references to post-war Japan and the total number of nouns and proper nouns from the two categories, "People" and "Years." Differences occurred in length of passages and content. For example, Japanese textbooks stressed Japan's foreign relations with the United States and China after World War II and anti-nuclear weapons movements, while U.S. textbooks devoted more space to the American role and policies in Japan during the occupation between 1945 and 1951.

Analyzing nouns and proper nouns that appeared in two countries' textbooks revealed that Japanese textbooks reported Japan's diplomatic policy and foreign relations with the United States and China. The years 1951, when Japan signed the San Francisco Peace Treaty and regained its independence, and 1972, when the United States returned Okinawa and Japanese-Chinese relations normalized, frequently appeared in Japanese textbooks. One reason why Japanese textbooks stress relationships with other countries could be that the Course of Study delineates that the subject world history should encourage students to consider from a variety of angles the relationships among nations of the world. Another difference between textbooks in the two nations was that Japanese textbooks paid attention to nuclear testing and contemporary protest movements against nuclear weapons because Japan was the only country to be victimized by atomic bombs. References to nuclear testing and the protest movements against nuclear weapons were not found in references to post-war Japan in U.S. textbooks.

References to contemporary Japan after World War II in Japanese textbooks were much briefer than in U.S. textbooks. Japanese textbooks generally paid little attention to American dealings with Japan during the occupation. MacArthur, an important figure

during the occupation, appeared once only in one textbook (Yamakawa Shuppan's *Shousetsu Sekaishi*, p. 321). Japanese textbooks did not explain various aspects of the new constitution, including a new role for the emperor, the organization of the Diet, and a court system. The term *emperor* was not found in all Japanese textbooks although the term was found five times in U.S. textbooks and one text (Glencoe's *World History: The Human Experience*) contained the photograph of emperor with MacArthur.

References to post-war Japan in U.S. textbooks were much longer than in Japanese textbooks. In the references, U.S. textbooks paid much attention to the American role in Japan during the occupation, while attention to the topic was lacking in most of the Japanese textbooks. U.S. textbooks explained various American reform policies in politics, the economy, and education toward Japan during the occupation. In addition, U.S. textbooks offered information about various aspects of the new constitution including a new role for the emperor, the organization and election of the Diet, and a establishment of a court system similar to the United States. However, U.S. textbooks did not present necessary complex vocabulary for important historical events such as the San Francisco Peace Treaty and the United States-Japan Security Treaty. U.S. textbooks referred to working and workers in Japan. Four textbooks contained photographs about Japanese workers in factories or a department store. These textbooks provided information about the uniqueness of Japanese working customs in both text and photos.

This study found that textbooks published in the two countries between 1990 and 1994 were more progressive than textbooks in the 1981 Japan/United States Textbook Study Project. **The Project Report noted, "most U.S. world history textbooks carried very meager accounts of post-war Japan, almost nothing on the period following the U.S. occupation."** U.S. textbooks in this study still reported American dealings with Japan during the occupation; however, these textbooks devote more coverage to the period following the occupation. For example, references to Japanese-Chinese relations and the anti-new security treaty movements in 1960 were found

in these textbooks. **The 1981 Project stated, "some of the U.S. textbooks omit basic information about politics."** U.S. textbooks in this study included references to Japanese politics and political systems, and to references to the various aspects of the new constitution, which included a new role for the emperor, and the organization and election of the Diet. **The Project recommended that "Recent social, political, economic events in both countries as they affect U.S.-Japan relations should receive more attention."** Currently, however, textbooks in the two countries pay attention to the recent events between the two countries. Both countries' textbooks devoted references to recent economic events. For example, Yamakawa Shuppan's *Gendai no Sekaishi* revealed economic frictions between the two countries with a picture that describes American workers demonstrating against Japanese companies in the United States. The caption of the picture reads that "Economic frictions developed into cultural frictions in which Japanese systems and customs were criticized as being closed." Most of the textbooks in this study offered consideration of the recent political events between the two nations. Only one textbook, however, reported the recent political event that Japan did not send troops to Iraq during the Gulf War because the constitution prohibited warfare (Glencoe's *World History: The Human Experience*).

This study found some lack of change since the 1981 Japan/United States Textbook Study Project. **The Project noted, "The Japanese textbooks generally present more complex vocabulary and substance than the United States."** Japanese textbooks in this study presented the terms *San Francisco Peace Treaty*, *U.S.-Japan Security Treaty*, and *stagflation* in references to post-war Japan. **The Project reported, "Neither the Japanese nor the United States textbooks adequately indicate sources used in writing the textbooks."** Textbooks in this study did not contain adequate sources; for example, adequate sources are necessary in the textual expression that little defense spending is one of the reasons for the Japanese economic success. Although some textbooks in the two countries referred to the recent political, economic, and cultural

events in both countries, coverage is not extensive enough because political, economic, and cultural situations surrounding the two countries have changed dramatically. Most textbooks in this study did not contain up-dated information about these recent political events. U.S. textbooks paid little attention to the recent political events in Japan, such as controversies over U.S. military bases in Okinawa, the Northern Territories issue, anti-nuclear weapon movements of Japanese, and participation in the United Nations' Peace Keeping Forces (PKF).

The following is a list of recommendations designed to encourage improvement in world history textbooks in Japan and in the United States, especially in regard to the treatment of Japan after World War II in textbooks of each country. The recommendations have the potential to create effective teaching about post-war Japan.

General Recommendations

1. More attention should be given in world history textbooks of the two countries to differing interpretations and points of view, especially in regard to controversial issues: for example, the new role for the emperor, the Self Defense Force under the Japanese constitution, and little defense spending as one reason for the success of the Japanese economy.
2. Recent political, economic, and social events in the two countries should be given more attention: for example, U.S. military bases in Okinawa, economic frictions, and pollution.
3. Adequate sources should be used in writing the textbooks.
4. Special attention should be paid to the inclusion of up-to-date information.
5. Errors, gaps, misinterpretations, and questionable emphasis should be avoided.

Recommendations for Japanese textbooks

1. Japanese textbooks should contain more references to post-war Japan.
2. Japanese textbooks should provide more complete explanations of U.S. occupation policies.

3. Japanese textbooks should explain important figures in the post-war period, such as General Douglas MacArthur and Emperor Hirohito.
4. Japanese textbooks should include various aspects of the new constitution including the new role of the emperor.

Recommendations for U.S. Textbooks

1. U.S. textbooks should pay more attention to the period following the U.S. occupation such as the reform policies and the establishment of the constitution
2. U.S. textbooks should contain references to the anti-nuclear weapons movements in Japan and adequately represent the strong national feeling against nuclear weapons among Japanese people.
3. U.S. textbooks should use complex vocabulary and contextual information: for example, the terms U.S.-Japan Security Treaty and San Francisco Peace Treaty.
4. U.S. textbooks should offer more photographs about real life and contemporary culture in Japan than focusing on the narrow notion of working or workers. Photographs of working and workers might enhance stereotyped images that all Japanese are hard workers to American students.

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